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ANNUAL REPORT

OF THE

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Clarke School for the Deaf,

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1903.

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NORTHAMPTON, MASS.

THE GAZETTE PRINTING COMPANY
1903

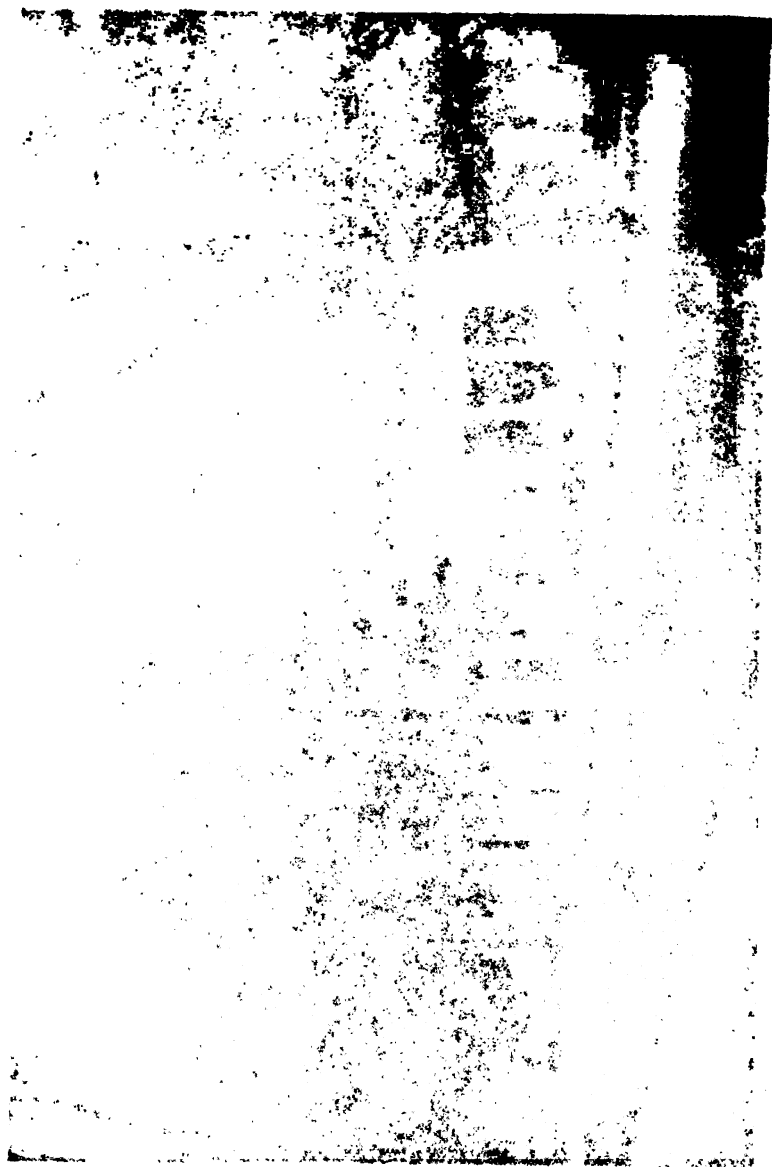
DEPARTMENT OF
EDUCATION.
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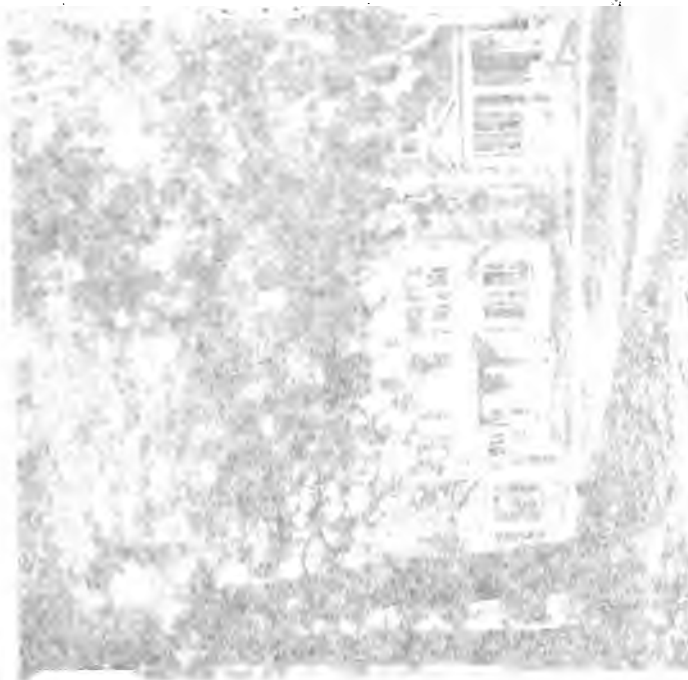




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DUDLEY HALL.

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AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION
FOR DEAF MUTES.

Be it enacted, etc., as follows:

SECTION 1. The name of the corporation now known as the Clarke Institution for Deaf Mutes in the City of Northampton is hereby changed to the Clarke School for the Deaf.

SECTION 2. All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall vest in the corporation of the Clarke School for the Deaf.

SECTION 3. This act shall take effect on its passage.

Approved February 12, 1896.

Officers and Corporators.

PRESIDENT.

FRANKLIN CARTER.

VICE-PRESIDENTS.

FRANK B. SANBORN.

WILLIAM P. STRICKLAND.

CLERK.

EDWARD B. NIMS, M. D.

TREASURER.

S. DWIGHT DRURY.

AUDITOR.

WILLIAM P. STRICKLAND.

CORPORATORS.

FRANK B. SANBORN, Concord.

WILLIAM P. STRICKLAND, Northampton.

FRANKLIN CARTER, New Haven, Conn.

EDWARD B. NIMS, M. D., Springfield.

FRANKLIN BONNEY, M. D., Hadley.

JAMES MADISON BARKER, Pittsfield.

JOHN C. HAMMOND, Northampton.

LAURA D. GILL, New York.

TIMOTHY G. SPAULDING, Northampton.

GEORGE F. MILLS, Amherst.

ALEXANDER GRAHAM BELL, Washington, D. C.

IRVING F. WOOD, Northampton.

EXECUTIVE COMMITTEE.

GEORGE F. MILLS, Chairman.

JOHN C. HAMMOND, "

EDWARD B. NIMS,

TIMOTHY G. SPAULDING,

IRVING F. WOOD.

FINANCE COMMITTEE.

TIMOTHY G. SPAULDING, Chairman.

EDWARD B. NIMS.

IRVING F. WOOD.

Officers of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 14, 1908.

PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	*THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1896
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
*GARDINER G. HUBBARD,	1867	1897	*THOMAS TALBOT,	1867	1885

CORPORATORS BY ELECTION.

*JOSEPH H. CONVERSE,	1868	1870	*FRANCIS H. DEWEY,	1886	1888
*JONATHAN H. BUTLER,	1868	1908	FRANKLIN BONNEY,	1887	
F. B. SANBORN,	1868		*CHARLES MARSH,	1888	1891
*J. HUNTINGTON LYMAN,	1870	1877	JAS. MADISON BARKER,	1889	
*SAMUEL A. FISKE,	1873	1884	JOHN B. CLARK,	1891	1896
*HENRY WATSON,	1875	1891	JOHN C. HAMMOND,	1892	
*CHARLES DELANO,	1877	1883	LAURA D. GILL,	1894	
EDWARD HITCHCOCK,	1877	1887	TIMOTHY G. SPAULDING,	1896	
JOHN D. LONG,	1880	1883	GEORGE F. MILLS,	1896	
WM. P. STRICKLAND,	1883		G. STANLEY HALL,	1896	1900
FRANKLIN CARTER,	1884		A. GRAHAM BELL,	1898	
EDWARD B. NIMS,	1885		IRVING F. WOOD,	1900	

TREASURERS.

*OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
*LAFAYETTE MALBY,	1869	1896		

PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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STEWARDS.

HENRY J. BARDWELL,	1870	1883	ROBERT B. WEIR,	1897
*FREEMAN C. CARVER,	1883	1897		

*Deceased.

Officers and Instructors, 1903-1904.

PRINCIPAL.

CAROLINE A. YALE.

GRAMMAR DEPARTMENT.

INSTRUCTORS.

RUTH WITTER, RACHEL M. WILCOX,
KATHARINE FLETCHER, MARY Z. MILLER,
CAROLINE S. DANIELS, MARY C. WHITNEY.

CLARA W. LATHROP, Teacher of Drawing.
BESSIE S. LATHROP, Teacher of Wood Carving.
MARY E. JONES, Teacher of Gymnastics.

MARION D. PATTERSON, Matron.

SARAH R. HASKINS, Supervisor. LILLIAN C. LENTELL, Supervisor.

INTERMEDIATE DEPARTMENT.

INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.
ALICE M. FIELD, CORA L. BLAIR,
ABBY T. BAKER, J. EVELYN WILLOUGHBY,
GRACE A. GOODHUE.

LENA G. GARFIELD, Teacher of Sloyd.

MARY SMITH, Matron.

ELIZABETH A. CUMMINGS, Supervisor.

JENNIE E. ROGERS, Supervisor.

EDNA M. STONE, Supervisor.

PRIMARY DEPARTMENT.

INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.
HELEN G. THROCKMORTON, N. LOUISE UPHAM.
FANNIE McKEEN, ANNIE E. WHITE.

ADELINE E. PEASE, Matron.

MARY J. EDDY, Supervisor.

ESTELLA M. CHASE, Supervisor.

MARY LYMAN, Supervisor.

ADDIE I. WHIPPLE, Supervisor.

ROBERT B. WEIR, Steward.

ETHEL M. CUSHING, Principal's Clerk.

WALLACE B. BLANDIN, Instructor in Cabinet Shop.

CHARLES H. DUNNING, Engineer.

Report for the Corporation.

To the Board of Education of the State of Massachusetts :

GENTLEMEN :—The number of pupils in the Clarke School during the past year has been one hundred and fifty-nine. Of these one hundred and twenty-three were supported by the State of Massachusetts, nine by Vermont, and six by New Hampshire. The number of paying pupils was twelve. One boy from Syria was given the privileges of the School without charge. Three well trained pupils were graduated in June.

The year in the school has been one of usual success. As the pioneer school in America for the introduction of articulation and lip-reading by the deaf as the sole method of instruction, its friends see with the greatest satisfaction the constant spread of the adoption of its methods. In the year 1901, more than 64 per cent of the pupils in schools for the deaf were taught speech and speech-reading. The percentage at present is probably a little greater. For the year 1901, more than 56 per cent of the schools (probably a less per cent of pupils received such instruction, as some of the larger schools still omit the teaching of speech to some pupils) used speech as a means of imparting instruction to the pupils learning to speak. This is an increase of something over 37 per cent since 1884, the first year of my connection with the Clarke School. During the first year after its incorporation in 1867, there being but two schools where the oral method alone was employed, the Clarke School and the school now located on Lexington avenue in

New York city, the number of deaf children taught by this method in America could have hardly reached one per cent. Now it is used in nearly all the small schools in great and enlightened states like Illinois and Wisconsin, to the almost entire exclusion of the sign language and manual spelling. All of the original corporators of the Clarke School appointed by the act of the Legislature, are now dead. Mr. Hubbard, dying in 1897, was the last survivor. Originally one of the most earnest promoters of the enterprise, he exhibited an ever increasing faith in the value and efficiency of the oral method and gave the school devoted service to the end of his life. Could those original corporators have foreseen the abundant growth from the seed which they planted, they might have entered upon their work with greater courage, but hardly with greater wisdom.

- It is the belief of those who have succeeded to the discharge of the duties which they so bravely undertook that their wisdom has been grandly justified by the numbers of children whom this school has sent forth to have larger and fuller relations with society than they could have had, if trained by the earlier systems employed in America. It is, furthermore, their belief that it is their duty to encourage and promote in every possible way the further extension of speech and speech-reading by the deaf; and because of their earnest desire not merely to give to the children committed to their charge the best training possible, but also to make this school still more largely than it has been, a training school for teachers, they note with deep regret the apparent neglect of the school by the wealthy philanthropists of the state, to the renown of which it has so greatly added.

The impression seems to prevail that, because the state is ready to pay a fixed sum for the support and training of each child from Massachusetts in the school, it has not that claim for generous assistance which some other institutions present.

Apart from the fact that the state has never paid the full

amount for each pupil which each pupil has yearly cost our treasury, it should not be forgotten that we are using largely the same buildings with which the enterprise was undertaken. These buildings, which were some of them then old, and were re-adjusted for the purposes of the school, are now totally inadequate.

The largest school for the deaf in the state, and the pioneer in America in oral teaching, the school that has trained six hundred pupils, very largely children of the poorer citizens of the Commonwealth, for a sum much below the cost of this training, surely deserves the grateful remembrance and assistance of every Massachusetts philanthropist. It is true that far greater eclat attaches to the contribution made to a great and prosperous university than to a school designed to help those who are handicapped for life. But a genuine Christian charity might well see in the latter humble school an opportunity to confer on some of the least of God's little ones an inestimable blessing.

This school greatly needs an ample building, well heated, well lighted, and well ventilated, with rooms fitted with every appliance for instruction, and also containing a large general assembly-room, a building that should cost at present prices not less than two hundred thousand dollars, and should worthily express the large foresight of the founders, and the great results wrought here in the pupils by faithful and heroic teachers. At least one room in this building should be devoted to the normal class, a class which we should be glad to see increased and made a more conspicuous feature of our school. We have had this year an application from an educated Hindoo to become a student of our methods at our expense, which we were obliged partially to decline, though we did offer him free tuition. He desired to fit himself more perfectly for the principalship of a school in India, to which position he had already been appointed.

This incident opened to our thought the possibility of largely increasing the influence of our school which we

could easily effect, if we were not constantly limited by the lack of funds. It also suggested to us the question whether the time had not come for offering inducements to young men to enter our school in order to secure training for teaching the oral method. It is undoubtedly true that the best results are secured under all methods by beginning the instruction of children at an early age. Certainly a child not over seven years old would gain proficiency more rapidly from the start than a child five, or even three years older. This is peculiarly true under the oral method, as the passage of every year diminishes the flexibility of the organs, and the power of imitation. If deaf children then are to begin the mastery of speech at an early age, women should be the first teachers. Furthermore, it is wise, as long as a majority of the children are under fourteen years of age, that a wise woman should have the management of the school. But it seems reasonable that for older pupils, especially in the larger state institutions, and in certain day-schools where the age greatly varies, and pupils are often entered too old to secure the best results, men should be chosen to do part of the teaching of speech and speech-reading. There is a scarcity of male teachers of the oral method in the United States as compared with the foreign schools; the percentage of women teachers is far greater. It is true the same difference exists in our schools for normal children as compared with theirs, but the career of the teacher of deaf-mutes is one of great usefulness, and, we believe, may open the way to high distinction. Bright and well educated men in this calling would add much in the country at large to the popularity and effectiveness of teaching speech by speech.

The advanced teachers in the Clarke School are perfectly fitted for their work and secure admirable results. There would be a fitness in so enlarging the normal class in this pioneer school that a number of college men should each year receive instruction and practice here, and choosing for their own this beneficent work should devote to it the influence of the highest training. This great service, which we

should be glad to render, our poverty makes it impossible for us to undertake. As special guardians of the normal schools which provide teachers for the children of the Commonwealth, we respectfully ask for this suggestion your careful consideration.

We desire also to call your attention to a peculiar feature in the Clarke School, and in other schools for the deaf. In these days of fierce competition between laborers and capitalists, the influences of the public schools are carefully studied to ascertain whether they tend to peace and harmony or to the embitterment of social relations. It may not be possible to arrive at an accurate conclusion of such an inquiry with regard to the schools as a whole. But in the schools for the deaf the simple facts of Christ's life and the practical lessons of his teaching, the great principles of altruistic charity are commended to the children without discrimination as to denomination or church. Specific doctrines are not considered, but the simple, eternal principles contained in the decalogue, and above all the helpful, gracious significance of the activities of Christ, and the beauty of the qualities, meekness, patience, forgiveness, love, which He exhibited are emphasized and presented as the true ideal. Whether such teaching can be extended to the schools of those not handicapped for life is doubted. It may be possible, on the other hand, that the easily excited fear of such teaching among both Protestants and Catholics, is not altogether rational. The necessity of such instruction for the deaf has been deeply felt both in Europe and this country, and the blessing to these children of such practical religious instruction given either by Catholics or Protestants cannot be overestimated. Possibly the time may come when the supreme value of such instruction may be seen to outweigh even in our common schools the exaggerated danger that a child under such teaching may be turned aside from the religious belief of his family.

In conclusion, we commend to your honorable body a careful consideration of the important relations which this

school sustains to the education of the deaf in this Commonwealth, and ask for the advancement of this class of unfortunate children the personal and official influence of every member of your Board.

All of which is respectfully submitted,

For the Corporation,

FRANKLIN CARTER,

President.

RECEIPTS AND EXPENDITURES

OF THE CLARKE SCHOOL FOR THE DEAF FOR THE YEAR
ENDING AUGUST 31ST, 1903.

RECEIPTS.

Income from :

Permanent Funds,	\$14,268.48	
State Pupils, Mass., Vt., N. H.,	32,337.02	
Private Pupils,	2,712.50	
Normal Pupils,	500.00	
Profits on Investments sold,	762.50	
	<hr/>	\$50,580.50

EXPENDITURES.

For Groceries and Provisions,	\$15,601.29	
Salaries and Wages,	24,481.40	
Repairs and Furnishings,	2,156.13	
Fuel and Light,	9,205.94	
Cabinet Shop,	385.39	
Miscellaneous,	3,744.26	
	<hr/>	\$55,574.41

The present book value of the Minor Funds is as follows, to wit :

Lippitt Fund,	\$2,251.63
Green “	826.45
Street “	3,212.36

Principal's Report.

To the Board of Corporators for the Clarke School for the Deaf:

GENTLEMEN:—According to custom we present a brief report for the year ending August 31, 1903. The number of pupils enrolled during that period was one hundred fifty-one. Of these one hundred twenty-three were from the state of Massachusetts; seven from New Hampshire; nine from Vermont; two from New York; one each from New Jersey, Virginia, Illinois, Oklahoma and California; two from Canada, and one each from England, China and Syria.

With a single exception those from outside the New England States were paying pupils. With a single exception those from within the New England States were maintained here at the expense of the states from which they came. Of these one hundred fifty-one pupils, one hundred twenty-three lost hearing at or before three years of age. Of the entire number only twenty-two entered school under six years of age. There are undoubted advantages in placing deaf children under instruction at as early an age as that at which normal children enter school, but it has seemed to us wrong to admit younger children while by so doing we forced older applicants to wait.

General good health prevailed, although three times during the year contagious disease appeared in the school. Within a few days after the return of the pupils to school at the opening of the year, a case of diphtheria developed. The child had been exposed to the disease before leaving

home. Two other cases followed from this exposure, but the removal of the patients to our Grove Hospital and the prompt administration of antitoxine to all the pupils in that department effectually checked further spread of the disease. A few cases of whooping cough, almost all of a very mild type, occurred in the Intermediate and later a few in the Primary. In the spring, Agnes Jones, a day pupil, died at her home of diphtheria. The little child had been connected with the school only a few months. Great sympathy was felt for the family, who had removed here from the eastern part of the state to place their three deaf children in the school. Fortunately, none of the boarding pupils contracted the disease at that time.

At New Years it was found that the condition of the health of Miss McKeen, a teacher in the Primary Department, was such as to demand an immediate giving up of all work. She was granted a leave of absence for the remainder of the year, two of the members of the Teachers' Training Class substituting for her. In the spring, Miss Katherine Boyce, who had been a supervisor in the Primary for some years, resigned to be married. Near the close of the year, Miss Mary Root, matron in Rogers Hall, also resigned to be married. She had been connected with the school eleven years and carries with her the best wishes of all her associates here.

Just as the New Year opened our faithful friend, Reuben Robinson, died. He had been in the employ of the school almost from its beginning either as gardener or engineer. In whatever capacity he discharged with absolute faithfulness every trust imposed upon him. It is no doubt a cause of satisfaction to you, gentlemen of the Corporation, that you signified in a substantial way to this faithful man, while yet he lived, your appreciation of his worth and that to his family that assurance was repeated after his death.

It is with regret that we have to report that Miss Katharine Fletcher, the teacher for so many years of our Senior Class, has been forced on account of ill health to ask for leave of absence for a portion of the coming year. Miss

Georgie Field, a recent graduate of Smith College, has been secured to take Miss Fletcher's place until such time as she is able to resume work.

At the close of the year, Miss Emily Babb, after five years of faithful service in the Intermediate Department, resigned to take up settlement work in the Hawaiian Islands, and late in the summer Miss Anna Jaquith, our efficient instructor in gymnastics, tendered her resignation to take effect as soon as her successor could be secured. Miss Grace A. Goodhue of our last year's Normal Class, was engaged for the vacancy in the Intermediate, and Miss Mary E. Jones, a graduate of the Boston Normal School of Gymnastics, was engaged to take charge of the Gymnasium work.

The organization of the school has not changed in any essential particular since our last report. There are five classes in the Primary, six in the Intermediate, and six in the Grammar. In the Primary each teacher retains one class throughout the day; in the Intermediate there is some variation from this plan; while in the Grammar grades each teacher has, so far as possible, all the work to be done in connection with one or more subjects by whatever class pursued. The teaching of the deaf must always be the teaching of language from the day when the little speechless, wordless child begins his struggle for expression to the day when the world of books opens to him. The teaching of language is, however, often best accomplished by teaching some subject *through* language rather than by direct discourse about language construction. The study of mathematics or science, of history from text book or current publications, is valuable because of the knowledge of facts gained, but to the deaf child, as to his normal fellow, more valuable for the mental training which each study gives, and to the deaf child beyond question for the mastery of language gained. In this conviction, even in our Primary classes, we have introduced more and more elementary science work. It is very elementary, but so long as it excites observation and induces the use of

language it is certainly an invaluable aid to language teaching. In the Intermediate Department, geography has been taught with greater emphasis on the physical facts connected with each subject; more time has been given to nature work and more to stories of American history. In the Grammar Department, an increasing amount of time has been given to natural science and to current history. In connection with the elementary science work of the Intermediate classes we would make grateful acknowledgement of the gift, by the mother of one of the pupils in that department, Mrs. Harry B. Smith, of a sum of money which has been used as a science and amusement fund. By the aid of this fund an increased number of excursions have been made by classes in Geography, nature study, and history, and evening entertainments have been occasionally provided.

At Christmas, the school's generous friend, Mr. Gilmore, sent us a check to be used for books for our library. With this we purchased Parkman's Histories in twelve volumes; eleven volumes of Fiske's Historical Works and President Wilson's History of the American People in five volumes. Other generous gifts of money to be spent for the pupils and gifts of books have been received from parents.

During the year we were able to secure the services of our teacher of drawing for an additional half day each week. By this arrangement we were able to place under her instruction all the pupils of the Intermediate Department. The general work of the classes in drawing and wood carving has been very satisfactory. More attention has been given to designing and to the application of designs.

Each year we have increasing satisfaction in our Sloyd classes. The physical, mental and moral training which comes through this work seems to us invaluable. A measure of its so-called practical value was given by the instructor in our Cabinet Shop, when he stated that the boys now coming into his classes who have completed the course in Sloyd, are as far advanced at the end of one year

as they formerly were—without Sloyd—at the end of three years. Upon this good foundation, the work of our boys is well continued year by year in our Cabinet Shop, the work done last year showing quite as great gain as in any previous year. The question is sometimes raised as to whether or not our boys all follow the trade of wood carving or cabinet making, and if not, should not various other trades be taught. Dr. Crouter, in the latest published report of the Mt. Airy School, says in regard to the industrial department of that school: "The trade learned may not be pursued in after life, but the habits of manual labor there formed will prove of inestimable value whatever vocation in life the pupil may find himself best adapted to pursue. The question is often asked, 'How many of your pupils pursue after graduation the trade they learn at school?' To me the importance of the answer lies not so much in the many or few who may follow the trade acquired while under instruction with us as in the many or few, here instructed, who shall upon leaving school, pursue habitually and industriously and profitably the vocation best suited to their taste and skill." Certainly, the experience of our own school would lead us to endorse this opinion. We find that frequently our pupils on leaving school adopt the occupation of their brothers and sisters, and almost without exception—whatever that occupation—are able to support themselves and assist in the support of the family.*

In the department of physical training very satisfactory work was done throughout the year. It is now four years

*We have recently made inquiry in regard to the after school life of pupils whose connection with this school covered a period of three years or more. We find, thus far, that aside from five who are reported as invalids and a small number inheriting ample means for support, all but three of the whole number are self supporting. Of the young women living at home and assisting there, we cannot be sure that every one, if thrown upon her own resources, would be entirely self supporting, but in most cases they certainly would be. The success or failure of those connected with the school less than three years can hardly be attributed to what was accomplished here. Some of these were less hampered by their deafness than the majority of our pupils, having lost hearing after their general education was well begun and entering this school largely to learn speech-reading.

since, with the gift of the Gymnasium, systematic training in this line was begun. The results are very marked in individual cases, but more in the general good health, in the better physical development, and in better powers of mental concentration.

On June tenth three pupils were graduated from the school, Eunice Caldwell Cowles, Edith Eudora Basset and Gordon Murray Beatty. The address of the morning was given by Professor John M. Tyler of Amherst. The essays of the graduating class were read, diplomas were presented, prizes were awarded. Most of these prizes were from the income of the Lippitt fund. Two of the pupils completing the course of study at this time will continue their work in the high schools at their own homes.

The members of the Teachers' Training Class for the year were Miss Frances Freeland Carter, Miss Blanche Belle Eaton, Miss Grace Anna Goodhue, Miss Elizabeth Reid Lyle, and Miss Stella Stewart. These young women are all engaged to teach for the coming year. Two are in the Mt. Airy school in Philadelphia, one in Halifax, Nova Scotia, one has a private pupil in New Hampshire, and one returns to teach in our own school. The Normal Class connected with this school was opened to receive teachers-in-training for work in other schools in September, 1892. Up to the present time seventy-seven students have been graduated; with two exceptions these were women. Those now in the work are connected with twenty-four schools in eighteen different states and two are teaching private pupils. Fourteen have married, three are in ill health, one has entered mission work, and one has died. Unquestionably, there are opportunities for the extension of our work in this and other important directions, but with the increased cost of living within the last few years—an increase of probably not less than twenty-five per cent. in the cost of many of the necessities of life—it is impossible with our present income to attempt anything more than the effective doing of the work we already have in hand.

The most important event in the educational world

during the summer was the meeting of the National Educational Association held in Boston from July seven to ten inclusive. Several of the teachers connected with this school attended its sessions. Much was said in the Department of Special Instruction in regard to the helpful influence of "the study of the unusual child upon the teaching of the usual child," and all seemed to agree that these schools for unusual children present the best object lessons available to the teacher of normal children. Dr. Edward Allen Fay, vice-president of Gallaudet College for the Deaf in Washington, read an interesting paper on the question, "How can the term 'Charitable' be justly applied to the education of any children?" We quote the opening paragraphs of an abstract of this paper: "The earliest American schools for special classes were established on the model of British schools. The British schools were founded and maintained entirely by private charity and, like all English free schools of that day, were regarded as charitable institutions. But in America free schools were not so regarded. The duty of the state to provide education had long been recognized, and as soon as the special schools were established they applied to the legislature for support on the ground that their children had the same right as others to education at public expense. The justice of this claim was recognized and the state paid a per capita rate for the pupils in attendance. This arrangement still continues in a few of the older states.

"So far as the education of pupils is paid for by the state it cannot be called charitable, for the state has no right to dispense charity. But if we consider these older schools from the point of view of their origin, their corporate character, and their endowment, they may be classed, legally at least, as charitable institutions. The same is true of our incorporated colleges and universities; in the eye of the law they are charitable institutions. But the legal sense is not the common sense; in the popular conception the idea of charity is not associated with colleges and universities; they are regarded as educational institu-

tions, because their purpose is educational. Our special schools are also educational in their purpose, and there is no more reason for regarding them as charitable than for so regarding colleges and universities."

On the day following the close of the General Association, the American Association to Promote the teaching of Speech to the Deaf held its annual business meeting in the building of the Horace Mann School. Dr. Bell's enforced absence from these meetings on account of ill health was the cause of universal regret.

During the year the profession has lost one of its most valuable members, Dr. Joseph C. Gordon, the principal of the Illinois State School for the Deaf. Dr. Gordon was for many years connected with Gallaudet College, but recently has held the superintendency of the largest school for the deaf in the world, a school of over six hundred pupils. He was an advocate of the teaching of speech and of English to the Deaf, to the exclusion of the sign language. He was a scholar, a man of executive ability, and a man of high ideals. The profession has been ennobled by such a life lived among us.

Respectfully submitted,

CAROLINE A. YALE.

Oct. 14, 1903.

Courses of Study.

Primary Department.

Exercises for the Cultivation of Sight and Touch.
Speech.
Writing.
English.
Nature Work.

Intermediate Department.

English.
Speech.
Nature Work.
Arithmetic.
Geography.
United States History Stories.

Grammar Department.

English.
Speech.
Arithmetic.
Geography.
History of the United States.
General History.
Civil Government.
English Literature.
Physical Geography.
Physiology.
Zoölogy.
Physics.
Chemistry.
Drawing.

Catalogue of Pupils.

Alway, Grace M.
Anderson, Arthur W.
Andrews, Madeline A.
Bailey, Mary L.
Barr, Preston
Barrow, Russell E.
Bass, Fannie L.
Basset, Thatcher N.
Bassett, Edith I.
Beatty, Gordon M.
Bennette, Cedric E.
Bilodeau, Henry
Bishop, Ethel
Blair, George
Boulton, S. Grey
Bowden, Helena L.
Bromley, Emily S.
Brogden, Mary S.
Brooks, Thomas M.
Brooks, Norman E.
Brown, Raymond L.
Buchanan, M. Eugenia
Carlson, Daisy A.
Carlson, Frank E.
Carson, G. Clifford
Carter, Chester G.
Carter, G. Douglass
Chanler, Beatrice

Lowell
Worcester
Northampton
Merrimac
New Bedford
Addison, Vt.
Randolph, Vt.
New Bedford
Newton Center
Toronto, Ont.
Boston
Lowell
Lynn
Holyoke
London, Eng.
Beverly
New Bedford
New Bedford
Medford
Medford
Ware
Waltham
Brockton
Brockton
Marlboro
Chesterfield
Fredericksburg, Va.
Newport, R. I.

Clarke, W. Waveree	Waltham
Colby, Herbert N.	Everett
Coneys, Matthew L.	Boston
Coon, James B.	Boston
Corey, Harry	Oxford
Cowles, Eunice C.	Ipswich
Crain, James E.	Leominster
Danforth, A. Hazel	Spencer
Day, George	Great Barrington
Donovan, James	Boston
Dupont, Arthur	Hudson
Dutton, Mary C.	North Adams
Eaton, Grace E.	Haverhill
Falardo, George E.	Springfield
Faucher, M. Pearl	Jefferson
Finn, Rhetta	Northampton
Fish, Ethel M.	Sandwich
Fish, Julia E.	Sandwich
Fitzsimmons, Margaret	West Manchester, N. H.
Fox, Kate E.	Boston
Fraser, Emil	Nashua, N. H.
Garside, Joseph	Fall River
Gilmore, E. Saxton	Los Angeles, Cal.
Gilmore, Wallace S.	North Easton
Goddard, Mary C.	Spencer
Greenlaw, Harry N.	Boston
Gross, Letitia M.	New York City
Guertin, Ethel M.	Chicopee
Hamilton, William A.	Boston
Harding, Ceylon C.	Haverhill
Harding, Mary A.	Fall River
Harrington, Herbert	Dracut
Harrington, Jessie I.	Wayland
Harris, Esther E.	Quincy
Hayden, William C.	Boston
Heade, Helena F.	Worcester
Hennessy, Margaret E.	Northampton
Hinchey, Mary	Westfield

Hinchey, Thomas	Westfield
Hudson, Elvira O. S.	Pepperell
Hudson, Philip O.	Worcester
Hudson, Warren J.	Worcester
Huntley, Lelia M.	Boston
Hutchins, Scott P.	Boston
Jarawan, Fuaad S.	Meshgara, Syria
Jeffers, Nellie P.	Whitefield, N. H.
Jones, Agnes V.	Sandwich
Jones, Chester S.	Sandwich
Jones, Evelyn B.	Sandwich
Joron, Eda	North Adams
Kane, Margaret J.	Worcester
Kelley, Frank W.	Lynn
Kimball, Helen G.	North Ferrisburg, Vt.
King, Samuel	Fall River
Kremer, Joseph	Northampton
Krowskee, Katie	Whately
Lafleur, Josephine	Worcester
Lander, Frank	Burlington, Vt.
Lanigan, Grace L.	Webster
Lee, Alice Stephana	Boston
Lepine, M. Anna	Spencer
Luce, Richard	Nashua, N. H.
Lynch, John	Millville
Lyons, Julia C.	North Brookfield
Manning, Alice	Lynn
Marra, Bartholomew	Waltham
Marston, Ruth C.	Center Sandwich, N. H.
Martyn, Hazel	Plainfield, Vt.
Matthews, Beatrice,	New Bedford
McConchie, Walter E.	Braintree
McCord, Colon C.	Tewksbury
McGeever, Myles S.	Lowell
McMahon, J. Bennett	Lowell
Millican, Robert McF.	Cambridge
Mitchell, Harry M.	Boston
Mousette, Rosa M.	Spencer

Mullaney, James	Worcester
O'Brien, George	Chicopee
Oiesen, Mamie	Shanghai, China
Ornwall, Evan S.	Brockton
Pelz, Blanche	Shawnee, Oklahoma
Price, Minnie M.	Boston
Prigge, Flora L.	Clinton
Proulx, Harvey	Lowell
Proulx, Henry	Holyoke
Radley, Annie	Quincy
Reed, Mildred A.	Shrewsbury
Richards, William	Quincy
Risberg, Andrew G. M.	Brockton
Robinson, Susan M.	Amherst
Rock, Raymond, A.	Springfield
Rogers, James F.	Manchester, N. H.
Russo, James V.	Boston
Sawyer, Lillian M.	Royalton
Sayah, Emma	Orange, Vt.
Schonrock, Bertha G.	Westfield
Scribner, Fred W.	Amesbury
Severance, Mary E.	Colchester, Vt.
Shores, Sadie E.	Amherst
Slee, Harry H.	Lawrence
Small, Ward	Highland Park, Ill.
Smith, C. Virginia	Northampton
Snyder, Beatrice	Holyoke
Stanley, Nancy M.	St. Johnsbury, Vt.
Stearns, Jennie F.	Claremont, N. H.
Sundstrom, Adina W.	Brockton
Therien, Frederick A.	New Bedford
Thomas, Perley E.	Athol
Thorne, Mona	Montreal, Quebec
Trainor, Richard F.	Pittsfield
Trowt, Charles F.	Beverly
Tuttle, J. Lewis	Chatham
Vincent, Perry A.	Egremont
Walker, Charlotta	Chester, Vt.

Wallace, Florence E.	Milford
Ware, Stephen C.	Milton
Weinberg, Joseph	Chelsea
Willett, George	Adams
Wreaks, C. Fitzwilliam	Elizabeth, N. J.
Wright, F. Grace	Gloucester
Wright, Lillie B.	Gloucester
Young, Alvah D.	Haverhill
Zell, Lizzie M.	Pittsfield

CLARKE SCHOOL CALENDAR.

1903-1904.

School Year begins,	.	.	Tuesday, Sept. 22
Christmas Recess.			
Pupils leave,	.	.	Thursday, Dec. 24
Pupils return,	.	.	Monday, Jan. 4
Second Term begins,	.	.	Monday, Feb. 1
Public Exercises,	.	.	Wednesday, June 8
School Year ends,	.	.	Friday, June 24

No school on Thanksgiving Day, Good Friday, and the Monday after Easter.

(School reopens after summer vacation on September 20, 1904.)

Terms of Admission.

The Clarke School is located in the city of Northampton, its buildings occupying the highest part of Round Hill overlooking the city.

The school at the time of its establishment in 1867, was endowed by John Clarke, a generous hearted citizen of this city. The present site was bought soon after and the buildings were erected. The entire income of the endowment fund is used to carry on the work of the school.

It is the purpose of this school to provide instruction for girls and boys who, because of total or partial deafness, are unable to profit by the instruction given in schools for hearing children. The Board of Education of the State of Massachusetts will, on application from the parents of any deaf child, arrange with the authorities of the school for the child's board and tuition at the expense of the State. By this arrangement parents are required only to clothe the child and pay for travel, for books and other incidental expenses. The same is true for other New England States not having schools for the deaf. In Vermont and New Hampshire application should be made to the Governor of the State.

Pupils are seldom admitted under five years of age and more frequently at six or seven. There is no fixed limit to the length of time for which a pupil may be retained. The State of Massachusetts issues a warrant in behalf of a child to cover its support for a term of ten years, but in the case of promising pupils this term may be extended beyond that time. The exact number of years required to

complete the course of study cannot be stated, as the age and attainments of entering pupils vary so greatly.

The charge for pupils not paid for by the State is three hundred dollars for board and tuition; for tuition alone seventy-five dollars. Payments are required in advance in September and February.

The school is divided into three distinct departments: the Primary occupying Dudley Hall; the Intermediate occupying Baker Hall; and the Grammar School occupying Rogers Hall and Clarke Hall. Each department constitutes a distinct family and school.

The course of instruction, given elsewhere, is intended to fit boys and girls for entrance to the High School. It is not however expected that all graduates should attempt this, but if it seems advisable for any to pursue a farther course of study after graduating here, they may hope to do so at their own homes in the public High Schools.

The method of instruction employed is that known as the Oral Method, under which speech and speech-reading are the medium of instruction. Effort is made to develop the moral and social side of the child's nature, and a carefully selected library fosters the habit of reading. Sewing, wood-carving and light housework are taught the girls, while the boys are taught sloyd, wood-carving and cabinet work. The Gilmore Gymnasium, the beautiful gift of the grandparents of one of the former pupils of the school, furnishes ample means for the physical training of all pupils.

The school opens on the *third Monday of September*. Pupils are expected to return on that day. School work begins on the following morning. There are forty weeks in the school year with a summer vacation of twelve weeks. At the Holidays there is a ten days' recess from school work, which the pupils may spend at home. *See Calendar.*

All applications for admission for the succeeding year should be made before the end of June. A small sum of money, not less than five dollars, should be deposited with the Principal at the beginning of the year in September

and an equal amount at the middle of the year in February for incidental expenses. Every article of clothing should be marked with the child's full name and a list of the same sent in the pupil's trunk.

Applications and letters for information should be addressed to Miss Caroline A. Yale, Principal. All payments for board and tuition should be made to the Treasurer, S. Dwight Drury, Northampton.

Training Class for Teachers of the Deaf under the Oral Method.

In 1892, the American Association to Promote the Teaching of Speech to the Deaf passed the following resolutions :

“Whereas, statistics show that the training schools for teachers of the deaf at present existing in America, do not supply a sufficient number of trained teachers of articulation to meet the demand, and,

Whereas, The Clarke Institution of Northampton, Mass., has had for years a training class for the teachers of her own school ;

Be it resolved, That the Trustees of the Clarke Institution be requested to enlarge their training class so as to supply teachers for other schools ; and

Resolved, That the officers of this Association transmit these resolutions to the Trustees of the Clarke Institution.”

This request was, with some hesitation, acceded to, and since that time a small number of students have each year pursued the course of study and practice in this normal class and have been awarded its diploma.

The work of this class continues throughout the ten months of the school year and consists of courses of study and reading ; of observation of schoolroom work ; and of teaching under direction. Three lectures or lessons are given to the class each week. The subjects studied are :—preparatory sense training ; mental development and methods of language teaching ; formation and development of elementary English sounds ; Visible Speech ; anatomy and physiology of the vocal organs ; voice training ; aural

training ; speech reading ; adaptation of methods of teaching arithmetic, geography, history, etc. ; and the history of the education of the deaf.

Student teachers spend a portion of each day in observing the work of experienced teachers and a portion of the day in teaching under direction.

An entrance examination in the common English branches is required. This examination may be taken at the school any time before the middle of June. Applicants residing at a distance may have the papers sent to a local superintendent of schools or other responsible person under whose supervision the examination may be written and by whom papers may be forwarded to us. An applicant holding a degree from a college may be admitted without examination.

Tuition is fifty dollars for the forty weeks ; tuition and board, two hundred dollars.

School work begins on the Tuesday following the third Monday of September and continues forty weeks. Ten days' recess from school work is taken at the Holidays. *See Calendar.*

Persons wishing to become members of this class should make early application, as only a very limited number can be admitted and the number of applications always far exceeds the capacity of the class.

Letters of inquiry should be addressed to

CAROLINE A. YALE,

Clarke School,

Northampton, Mass.

Massachusetts Law in Regard to Education of Deaf Mutes.

[CHAP. 179.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR
DEAF CHILDREN.

Be it enacted, etc., as follows:

SECTION 1. With the approval of the board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke School for the Deaf at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institution or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[CHAP. 226.]

AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION
OF DEAF-MUTES OR DEAF CHILDREN.

Be it enacted, as follows:

SECTION 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty-nine of the acts of the year

eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

[CHAP. 300.]

AN ACT RELATING TO DEAF-MUTES.

Be it enacted, etc., as follows:

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of deaf-mutes, shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the governor of this Commonwealth.

SEC. 2. This act shall take effect upon its passage.

Approved May 17, 1871.

